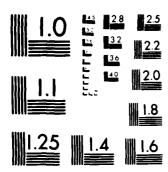
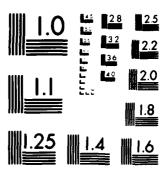
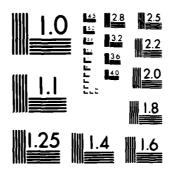
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JOB LANGUAGE PERFORMANCE REQUIREMENTS FOR 75D MOS PERSONNEL RECORDS SPECIALIST

REFERENCE SOLDIER'S MANUAL DATED

1 June 1979

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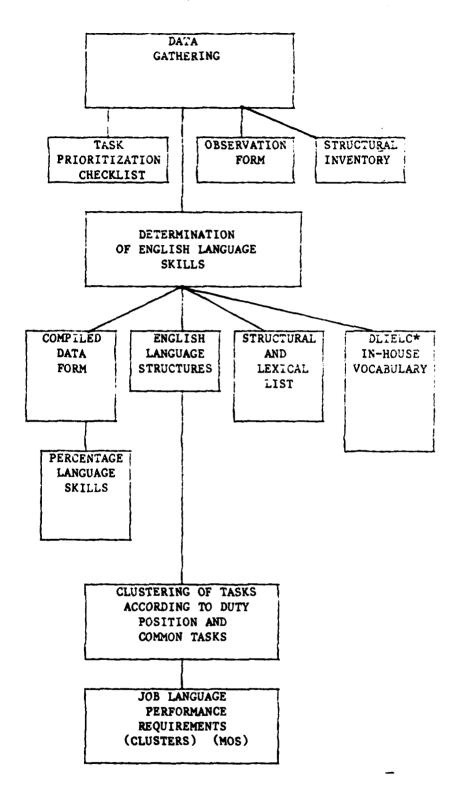


FIGURE 1

^{*}Defense Language Institute English Language Center

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PREFACE

INSTRUCTIONS FOR REVIEW OF JOB LANGUAGE PERFORMANCE REQUIREMENTS

This report is organized in six main sections. Sections I-IV ciscuss methods, forms and rationale for gathering, organizing and analyzing research data used to develop Job Language Performance Requirements (JLPR). Please look through these sections to get a general understanding of the background underlying the JLPR. Sections V and VI are the major substantive portions of the analysis. They are the results of the analysis and constitute the basis for developmment of any MOS-oriented English language materials. Section V contains the JLPR by cluster/topic, while Section VI contains the JLPR covering the entire range of clusters/topics.

The appendices, one through eight, contain all the information used to determine the Job Language Performance Requirements. Please write any suggestions or changes directly on the document or attach additional notes, if necessary.

The points covered in the six major sections are supported in greater detail in eight appendices. Below is an overview of these appendices.

Appendix one contains the Task Prioritization Checklist. It was taken to the field to collect the raw data. This form was approved for use by the Department of the Army.

Appendix two contains the Task Inventory Compiled Data Form. It was used to organize data from Unit and AIT respondents.

Appendix three defines the language skills by percentage. This form includes computations of language skills for each task cluster.

Appendix four contains the Observation Form used in the recording of types of listening and speaking skills required, as seen by observers, in the learning and performing of a task. The variety of environmental situations is also included on this form.

Appendix five contains the final list of structural and lexical items found through data gathering and organization.

Appendix six contains the DLIELC in-house vocabulary list. This is a task by task listing of the vocabulary extracted from the Soldier's Manual.

Appendix seven contains the machine-generated vocabulary for this MCS prepared by the United States Army Training and Doctrine Command (TRADOC), Fort Monroe, Virgina.

Appendix eight contains the list of structural and lexical items requisite to this MOS.

Thank you for your cooperation. It is greatly appreciated. -

SECTION I

DATA GATHERING

INTRODUCTION

This section discusses the procedures and forms in the gathering of data used to determine the Job Language Performance Requirements for this MOS.

SECTION I: DATA GATHERING

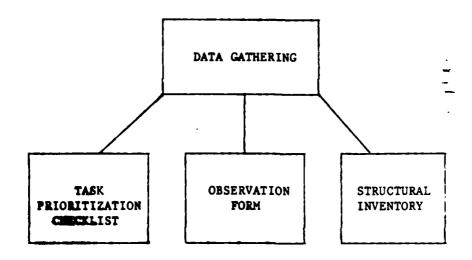


FIGURE 2

In order to establish Job Language Performance Requirements for this MOS the curriculum development specialists at the Defense Language Institute English Language Center (DLIELC) analyzed the current learning and working situations, and individual tasks. The goal was to collect data which would help identify the Job Language Performance Requirements pertinent to this MOS.

To conduct this analysis, training specialists visited the AIT School and Unit cadre. Interviews were conducted using a Task Prioritization Checklist, (Appendix 1). For each task, first-line supervisors answered the following questions:

- 1. Is the task taught?
- 2. How is the task taught?
- 3. Is the task tested?
- 4. How is the task tested?
- 5. How important are speaking, listening, reading and writing in learning and performing the task?
- 6. What are the results of poor performance in performing the task.

Additional data were gathered through use of an Observation Form and an analysis of language structures in the Soldier's Manual for this MOS.

The Observation Form (Appendix 4) was used to record actual observations of the learning situations, populations, tasks, and language.

The lexical and structural analysis was done by a panel of language specialists who first listed all structures found in the Soldier's Manual for this MOS and them all structures, standard and non-standard, noted on the Observation Forms for all vocabulary from the Soldier's Manual. All lists were then combined into an overall lexical and structural inventory.

SUMMARY/CONCLUSION:

The tools for data gathering were:

- 1. The Task Prioritization Checklist (Appendix 1)
- 2. The Task Inventory Compiled Data Form (Appendix 2)
- 3. The Observation Form (Appendix 4)
- 4. A Structural and Lexical Inventory (consisting of rough drafts of all vocabulary and structures in this MOS).

These tools were used to form the data pool from which the Job Language Requirements were determined.

SECTION II

DETERMINATION OF ENGLISH LANGUAGE SKILLS

INTRODUCTION

This section discusses the organization of the raw data into information used to determine the English language skills pertinent to this MOS.

SECTION II: DETERMINATION OF ENGLISH LANGUAGE SKILLS

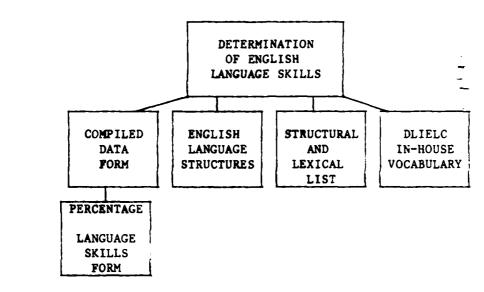


FIGURE 3

The raw data collected as described in Section II above was used to determine the English Language skills which the soldier must learn to learn and perform the task. The Compiled Data Form, Appendix 2, was used to organize the observation and analysis data. Selected information from the Task Prioritization Checklist was recorded directly on this form. Specifically three variables were used to determine the language skills involved. They were:

- 1. Methods of teaching.
- 2. Methods of testing.
- 3. The actual respondents' ratings of the four English language skills.

From each of the three variables the following skills were determined:

VARIABLE	ENGLISH LANGUAGE SKILLS
Methods of Teaching demonstration lecture hands on self-paced	listening, listening, writing — listening reading, writing -

Methods of Testing performance oral written

listening speaking writing, reading

Rating of English
Language Skills
listening
speaking
reading
writing

*a response of 2 or 3 on a scale of 1 to 3 was tallied

a response of 1, 2, or 3 on a scale of 1 to 5 was tallied

*See Al

In order to determine the relations of the various skills in the MOS, data from the three variables were tallied on the Percentage Language Skills Form. An average was then found using the following formula:

TR + TxVxR = % of use

T = total number of tasks per cluster

V = language skill variable per cluster**

R = maximum number of respondents in any task in that cluster

TR = total tally of responses per task per skill

% of use = use of the language skill in the task

Percentages found in this MOS were:

Listening 36% Speaking 16% Reading 18% Writing 17%

As shown by the figures, <u>listening</u> is the most important skill in this MOS. However, in particular duty sections, percentages varied. Appendix 3, the Percentage Language Skills Form, shows the actual skill percentages in each duty position.

**See A3

Organization of structural and lexical items was done by comparing a structural and lexical list extracted from the Soldier's Manual with a structural inventory list extracted from ALC (American Language Center) materials through Volume 2400, at the end of which a trainee is normally qualified for Specialized Erglish Technial Terminology training. By comparing the lists redundancies were eliminated, leaving the final list of structural and lexical items indicated by grammatical title in Appendix 5.

SUMMARY/CONCLUSION:

Organization of the data included the recording of responses on the Task Inventory Compiled Data Form, use of the Percentage Language Skills Form, and the DLIELC in-house structural analysis list. Skills were analyzed by duty section. The actual lexical items in this MOS were grouped and listed task by task. This information was then used to determine the specific Job Language Performance Requirements.

SECTION III

CLUSTERING OF COMMON AND DUTY POSITION TASKS

INTRODUCTION

Due to the overlapping of certain elements among the various MOS, tasks were clustered in order to prevent duplication of effort for each MOS.

This section contains a listing of the clusters for this MOS.

CLUSTERING OF TASKS

ACCORDING TO DUTY

POSITION AND COMMON TASKS

JOB LANGUAGE
PERFORMANCE
REQUIREMENTS
(CLUSTERS)

JOB LANGUAGE
PERFORMANCE
REQUIREMENTS
(ENTIRE MOS)

FIGURE 4

SECTION III: CLUSTERING OF COMMON AND DUTY POSITION TASKS

Clustering was done by using the common and duty position tasks in the Soldier's Manual.

The following clusters are in this MOS:

- 1. FIRST AID
- 2. NUCLEAR, BIOLOGICAL AND CHEMICAL OPERATIONS
- 3. INDIVIDUAL FITNESS
- 4. SECURITY AND INTELLIGENCE
 5. LAND NAVIGATION
- 6. MIGAL RIFLE
- 7. GRENADES
- 8. LEADERSHIP
- 9. TYPING
- 10. PROCESSING
- 11. WORK REPORTS
- 12. DATA AND RECORD PREPARATION

SECTION IV

JOB LANGUAGE
PERFORMANCE REQUIREMENTS

INTRODUCTION

This section discusses the format for the Job Language Performance Requirements.

SECTION IV: JOB LANGUAGE PERFORMANCE REQUIREMENTS

The format for the Job Language Performance Requirements is:

TASK: CONDITION: STANDARD:

A. TASK

The Job Language Performance Requirements state the language tasks the soldier must do in studying/performing specific MOS job tasks. A task addressing language would be one of reading, listening, speaking or writing. Job tasks, as seen in the Soldier's Manual, are those which pertain to the soldiers duties. To write these as language tasks required the following explanations of what the soldier would speak, read, listen and write. Below are the kinds of explanations that had to be made in this MOS.

SPEAKING

Produces oral utterances to report/inform/explain/elicit response/respond.

Analysis of this MOS indicates verbal reports entailing those activities directly related to the soldiers job tasks.

The speaking act to respond or elicit response in this MOS is an oral response to a command or visual signal.

Speaking to explain involves situations of instruction in any training situation.

Speaking to inform involves producing oral utterances to communicate necessary information.

READING

Read for information/to learn.

Printed and written materials are used throughout this MOS. The soldier is expected to read technical manuals, fields manuals, soldier's manual, written communication and audio-visual aids. Content of these materials is presented in formats and styles ranging from simple factual words or sentences to complex passages containing highly technical vocabulary, often with ellipsis. The purpose is to teach the student, so the student reads them to learn. Reading to learn involves reading names, attributes, information, procedures, explanations of how systems work, concepts, vocabulary terms, and definitions which are committed to short or long term memory for immediate or later recognition.

Basically, the soldier will use these reading materials to supplement what is stated in a lecture by integrating the information from the different texts or written communiques into his understanding of the previous lecture.

The soldier must develop the ability to understand the words in context, to read in thought units, and then select and understand the main ideas. The soldier must retain, apply, and integrate these ideas with past experience to use in his MOS.

Reading to learn, then, is a synthesis. What is read is to be retained in memory for integration in new experiences.

Reading for information, on the other hand, is quite different. The read material is to be retained only in short term memory, used for a specific purpose (i.e., look up a metric equivalent of 37 pounds) and then forgotten.

LISTENING

Listen to oral information to learn/to report.

In this MOS, lecture is a main method of instruction. The lecture is often supplemented by a demonstration. The soldier listens to the lecture to learn data pertinent to the task. Analysis of lecture presentations indicated many language variables. The soldier hears sub-standard usages, various registers of style and formality, colloquialisms, even profanity, in situations ranging from a barracks to a field. The soldier must differentiate between the types of language functions. Is it expression, exchange, description, explanation, argumentation, persuasion, statement, request, or order? The oral information may be directly from the speaker and/or indirectly such as over the telephone, radio, TV, or tape. The soldier must organize and gain meaning from what is heard. Out of all these variables, the soldier must identify or infer the main ideas or major points.

Analysis of this MOS did not and could not specify all types of spontaneous language the soldier would be exposed to. The POI, though, does show the general form of the constrained oral language the soldier must listen to in order to learn the task.

B. CONDITIONS

The condition is what the soldier will be given in order to do the task. For the MOS job, the soldier is given paper, pencil, and printed materials. For language purposes, he will be given certain structural and lexical features as found through the data gathering and organizing from interviews and observations. Again, for the job that the soldier will be given, the material may be under normal working conditions, though other conditions may be added such as with or without protective gear or in darkness.

The soldier will read lists, tables, procedures, checklists or signs, and will hear scenarios, lectures, explanations, and commands. Therefore, these are listed with the Job Language Performance Requirements as possible conditions.



C. STANDARDS

The standard for our purpose is 100%. A standard for understanding or speaking cannot be tested as saying the soldier will disassemble a .45 caliber pistol in eight minutes. Because of this, 100% understandable speech or 100% legibility is used as a reference.

SUMMARY/CONCLUSION:

The Job Language Performance Requirements including tasks, conditions, and standards, were first written for each task cluster. The clusters were then combined into the Job Language Performance Requirements for the entire MOS.

SECTION V

JOB LANGUAGE PERFORMANCE REQUIREMENTS (CLUSTERED)

INTRODUCTION

Sections I, II, III, and IV described how Job Language Performance Requirements were identified and constructed.

This section contains the Job Language Performance Requirements for each task cluster pertinent to this MOS.

FIRST AID

I. PERCENTAGE LANGUAGE SKILLS

Listening 42% Speaking 26% Reading 15% Writing 17%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 6)

STANDARDS:

100% understanding of oral communication

TASK:

Listen to respond

CONDITIONS:

Given a medical scenario involving simple questions about an illness in any training situation (Appendix 4), using standard and non-standard structural and lexical

items (Appendices 5 & 6)

STANDARDS:

100% understanding of oral utterances

TASK:

Produce oral utterances to explain

CONDITIONS:

Given a simple medical scenario requiring an oral interpretation in any training situation (Appendix 4), using standard and non-standard structural and lexical

items (Appendices 5 & 6)

STANDARDS:

100% understandable oral communication

TASK:

Produce appropriate oral responses spontaneously or

upon request

CONDITIONS:

Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 6)

STANDARDS:

100% understandable oral responses

TASK:

Read for information

CONDITIONS:

Given printed MOS training materials in the form of

captioned illustrations, procedures, tables and

explanations

STANDARDS:

100% understanding of printed content

III. TASK NUMBERS AND TITLES

081-831-1004 Perform mouth-to-mouth resuscitation and external

cardiac massage

081-831-1005 Stop bleeding

081-831-1006 Identify signs and treat for shock

NUCLEAR, BIOLOGICAL AND CHEMICAL OPERATIONS

I. PERCENTAGE LANGUAGE SKILLS

Listening 75% Speaking 31% Reading 21% Writing 16%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)

STANDARDS:

100% understanding of oral communication

TASK:

Listen to perform

CONDITIONS:

Given oral warnings or verbal commands regarding

simulated NBC situations (scenarios) in any training situation (Appendix 4), using standard and non-standard structural and lexical items

(Appendices 5 & 6)

STANDARDS:

100% understanding of oral utterances

TASK:

Produce appropriate oral responses spontaneously or

upon request

CONDITIONS:

Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 6)

STANDARDS:

100% understandable oral responses

TASK:

Produce oral utterances to inform and respond Given NBC situations requiring oral alarms

CONDITIONS: STANDARDS:

100% understandable oral utterances

TASK:

Read to learn

CONDITIONS:

Given printed MOS training materials in the form of

procedures, captioned illustrations and notations

defined as explanations

STANDARDS:

100% understanding of printed content

III. TASK NUMBERS AND TITLES

031-503-1002 Put on and wear a protective mask

INDIVIDUAL FITNESS

I. PERCENTAGE LANGUAGE SKILLS

Listening 48% Speaking 23% Reading 9% Writing 7%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions or verbal commands in any training situation (Appendix 4), using standard

and non-standard structural and lexical items

(Appendices 5 & 6)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously

or upon request

CONDITIONS: Given any verbal stimulus in the form of questions,

scenarios or instructions in any training situation

(Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)

STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances to inform and respond

CONDITIONS: Given a requirement to produce a verbal report in any

training situation (Appendix 4), using standard and non-standard structural and lexical items

(Appendices 5 & 6)

STANDARDS: 100% understandable oral utterances

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of

procedures, manuals, charts, captioned illustrations

and explanations

STANDARDS: 100% understanding of printed content

III. TASK NUMBERS AND TITLES

071-327-0201 Maintain individual physical fitness appropriate to

unit mission

SECURITY AND INTELLIGENCE

I. PERCENTAGE LANGUAGE SKILLS

Listening 6% Speaking 7% Reading 2% Writing 2%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)

STANDARDS: 100% understanding of oral communication

TASK: Listen to orally interact

CONDITIONS: Given oral challenges, passwords and scenarios in

any training situation (Appendix 4), using standard

and non-standard structural and lexical items

(Appendices 5 & 6)

STANDARDS: 100% understanding of oral information

TASK: Produce appropriate oral responses spontaneously or

upon request

CONDITIONS: Given any verbal stimulus in the form of questions,

scenarios or instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 6)

STANDARDS: 100% understandable oral responses

TASK: Produce spontaneous oral utterances to interact

CONDITIONS: Given the requirement to orally respond to challenges,

passwords and security situations in any training situation (Appendix 4), using standard and non-standard

structural and lexical items (Appendices 5 & 6)

STANDARDS: 100% understandable oral utterances

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form

of procedures, tables and warnings

STANDARDS: 100% understanding of printed content

III. TASK NUMBERS AND TITLES

071-331-0801 Use challenge and password

071-331-0851 Enforce noise, light, and litter discipline

LAND NAVIGATION

I. PERCENTAGE LANGUAGE SKILLS

Listening 0% Speaking 0% Reading 0% Writing 0%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously

or upon request

CONDITIONS: Given any verbal stimulus in the form of questions,

scenarios or instructions in any training situation (Appendix 4), using standard and non-standard

structural and lexical items (Appendices 5 & 6)

STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances to inform and respond

COMDITIONS: Given a requirement to produce a verbal report in any

training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendic.

5 & 6)

STANDARDS: 100% understandable oral utterances

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of

marked maps, definitions, captioned illustrations,

instructions and procedures

STANDARDS: 100% understanding of printed content

TASK: Write to record

CONDITIONS: Given a requirement to record the grid reference

STANDARDS: 100% legible written content

III. TASK NUMBERS AND TITLES

071-329-1005 Determine a location on the ground

MIGAL RIFLE

I. PERCENTAGE LANGUAGE SKILLS

Listening 64% Speaking 30% Reading 16% Writing 15%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn and perform

CONDITIONS:

Given oral instructions or verbal commands in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices

5 & 6)

STANDARDS:

100% understanding of oral communication

TASK:

Produce appropriate oral responses spontaneously or

upon request

CONDITIONS:

Civen any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 6)

STANDARDS:

100% understandable oral responses

TASK:

Produce oral utterances to inform and respond

CONDITIONS:

Given a requirement to produce a verbal report in any training situation (Appendix 4), using standard and

training situation (Appendix 4), using standard

non-standard structural and lexical items

(Appendices 5 & 6)

STANDARDS:

100% understandable oral utterances

TASK:

Read to learn

CONDITIONS:

Given printed MOS training materials in the form of procedures, captioned illustrations, warnings

and references

STANDARDS:

100% understanding of printed content

TASK:

Read for information

CONDITIONS:

Given printed MOS training materials in the form of

a range card

STANDARDS:

100% understanding of printed content

TASK:

Write to record

CONDITIONS:

Given a requirement to complete a range card

STANDARDS:

100% understandable and legible written content

III. TASK NUMBERS AND TITLES

071-311-2007 Engage targets with an M16Al rifle

GRENADES

I. PERCENTAGE LANGUAGE SKILLS

Listening 19% Speaking 07 07 Reading Writing 07

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

Listen to learn and perform

CONDITIONS: Given oral instructions or verbal commands

in any training situation (Appendix 4), using standard

and non-standard structural and lexical items

(Appendices 5 & 6)

STANDARDS: 100% understanding of oral communication

TASK: Listen for information

CONDITIONS: Given oral instructions to perform task specific

assignments in any training situation (Appendix 4),

using standard and non-standard structural and

lexical items (Appendices 5 & 6)

STANDARDS: 100% understanding of oral information

TASK: Produce appropriate oral responses spontaneously

or upon request

CONDITIONS: Given any verbal stimulus in the form of questions,

scenarios or instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 6)

STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances to inform and respond

CONDITIONS: Given a requirement to produce a verbal report in any

> training situation (Appendix 4), using standard and nonstandard structural and lexical items (Appendices 5 & 6)

STANDARDS: 100% understandable oral utterances

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of

warnings, procedures, definitions, captioned

illustrations and references

STANDARDS: 100% understanding of printed content

III. TASK NUMBERS AND TITLES

071-314-2104 Engage targets with an M203 grenade launcher and

apply immediate action to reduce a stoppage-

071-325-4402 Engage enemy targets with hand grenades

LEADERSHIP

I. PERCENTAGE LANGUAGE SKILLS

Listening 0% Speaking 0% Reading 0% Writing 0%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn

CONDITIONS: Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 6)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or upon

request

CONDITIONS: Given any verbal stimulus in the form of questions, sce-

narios or instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 6)

STANDARDS: 100% understandable oral responses

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of

instructions, DA forms, explanations and procedures

STANDARDS: 100% understanding of printed content

III. TASK NUMBERS AND TITLES

121-030-2501 Prepare the rater's section of an Enlisted Evaluation

Report (EER)

TYPING

I. PERCENTAGE LANGUAGE SKILLS

Listening 47% Speaking 18% Reading 40% Writing 35%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn

CONDITIONS: Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 6)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or

upon request

CONDITIONS: Given any verbal stimulus in the form of questions,

scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 6)

STANDARDS: 100% understandable oral responses

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of DA forms,

procedures and references

STANDARDS: 100% understanding of printed content

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of

instructions, DA forms, explanations and procedures

STANDARDS: 100% understanding of printed content

TASK: Write to record and report

CONDITIONS: Given the requirement to complete forms and produce

written reports

STANDARDS: 1007 understandable and legible written content

TASK: Write to inform

CONDITIONS: Given a requirement to write in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 6)

STANDARDS: 100% understandable and legible written content

- white was a few with the property

III. TASK NUMBERS AND TITLES

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121-004-1201 Type a basic comment to a Disposition Form (DA Form 2496)
121-004-1202 Type a military letter
121-004-1203 Type a nonmilitary letter
121-004-1204 Type an indorsement to a military letter
121-004-1205 Type a Joint Messageform, DD Form 173
121-004-1216 Type a memorandum
121-004-1230 Type a second or subsequent comment to a Disposition
Form
121-004-1232 Type straight copy material
```

PROCESSING

I. PRECENTAGE LANGUAGE SKILLS

Listening 31% Speaking 11% Reading 23% Writing 25%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn

CONDITIONS: Given oral instructions in any training situation

(Appendix 4), using standard and non-standard

structural and lexical items (Appendices 5 & 6)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or

upon request

CONDITIONS: Given any verbal stimulus in the form of questions,

scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 6)

STANDARDS: 100% understandable oral responses

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of

instructions, DA forms, explanations and procedures

STANDARDS: 100% understanding of printed content

TASK: Write to inform

CONDITIONS: Given a requirement to write in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 6)

STANDARDS: 100% understandable and legible written content

TASK: Write to record and report

CONDITIONS: Given the requirement to complete forms and produce

written reports

STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

121-017-1208 Process the Personnel Transaction Register by Orginator

(PTRO)

121-017-1229 Process a completed Officer Evaluation Report, DA Form

67-7

121-018-1201 Process Transfer Data Records (TDR)

121-018-1203 Process officer accession

121-018-1204 Process enlisted accession

121-018-1205 Accept customer input

121-018-1207 Take corrective action based on the percent of

transaction acceptability

121-018-1209 Accept cyclic report production V-12-75D

3/

121-018-1210	Make distrubution of cycle reports
121-018-1211	Control customer input internally
121-018-1213	Verify punched cards
121-018-1214	Process the Zero Balance (C-27) Report
121-018-1216	Process error suspense/correction cards
121-018-1222	
121-018-1223	Process the CAP III Roster

WORK REPORTS

I. PERCENTAGE LANGUAGE SKILLS

Listening 52% Speaking 18% Reading 45% Writing 47%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard

structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication

TASK:

Produce appropriate oral responses spontaneously

or upon request

CONDITIONS:

Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 6)

STANDARDS:

100% understandable oral responses

TASK:

Read to learn

CONDITIONS:

Given printed MOS training materials in the form of

reports, procedures and references

STANDARDS:

100% understanding of printed content

TASK:

Read for information

CONDITIONS:

Given printed MOS training materials in the form of instructions, reports, explanations and procedures

STANDARDS:

100% understanding of printed content

TASK:

Write to record and report

CONDITIONS:

Given the requirement to complete forms and produce

written reports

STANDARDS:

100% understandable and legible written content

TASK:

Write to inform

CONDITIONS:

Given a requirement to write in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 6)

STANDARDS:

100% understandable and legible written content

III. TASK NUMBERS AND TITLES

121-018-1217 Work the Unit Personnel Accountability Notice (C-40)

Report

121-018-1218 Work the Personnel Transaction Register By Originator

(P-11) Report

V-14-75D

23

121-018-1219 Work the Personnel Transaction Register By Unit (P-01)
Report
121-018-1220 Work the Unresolved Error (P-29) Report

DATA AND RECORD PREPARATION

I. PERCENTAGE LANGUAGE SKILLS

Listening 49% Speaking 26% Reading 40% Writing 42%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn

CONDITIONS: Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 6)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or upon

request

CONDITIONS: Given any verbal stimulus in the form of questions,

scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 6)

STANDARDS: 100% understandable oral responses

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of

procedures and references

STANDARDS: 100% understanding of printed content

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form

of instructions, reports, DA forms, explanations

and procedures

STANDARDS: 100% understanding of printed content

TASK: Write to record and report

CONDITIONS: Given the requirement to complete forms and produce

written reports.

STANDARDS: 100% understandable and legible written content

TASK: Write to inform

CONDITIONS: Given a requirement to write in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 6)

STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

121-017-1201 Prepare a Record of Emergency Data, DD Form 93

121-017-1202 Update the Personnel Qualification Record, DA Form 2,

Part 1

121-017-1203 Prepare a Record of Court-Martial Conviction, DA Form

2-2

121-017-1204	Prepare/maintain DA Form 2-1, Part II, Personnel
	Qualification Record (PQR) (Enlisted)
121-017-1205	Prepare/maintain DA Form 2-1, Part II. Personnel
	Qualification Record (Officer)
121-017-1207	Prepare SIDPERS Input and Control Data, DA Form 3728
121-017-1209	Prepare SIDPERS Input and Control Data - Officer Transfer
	Data Record, DA Form 3807
121-017-1210	Prepare SIDPERS Input and Control Data - Enlisted
	Accessions, DA Form 3808
121-017-1211	File documents in the Military Personnel Records Jackets
121-017-1228	Initiate an Officer Evaluation Report, DA Form 67-7
121-004-1215	Post regulations and directives

SECTION VI

JOB LANGUAGE PERFORMANCE REQUIREMENTS (Entire MOS)

INTRODUCTION

This section contains language tasks for each generic skill for this MOS. Listed below each task are the types of receptive or productive language activity involved.

LISTENING

TASK: Understand oral language intended to inform or instruct.

CONDITIONS: Given explanations, procedures, rules, instructions or definitions in simple to complex lexicon and syntax, formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation.

(Appendices 4, 5 & 6)

STANDARDS: 100% understanding and assimilation of presented oral language

task.

The following are specific conditions found in this language task: Warnings
Described situations
Directions
Lectures
Commands, Orders

Sound tracks (films, tapes)
Standard/Non-standard English
Instructions
SQT questions

TASK:

Understand spontaneous oral language or language via a technical medium - such as a radio telephone - intended to inform and elicit responses.

CONDITIONS: Given scenarios, questions, commands or requests in simple to complex lexicon and syntax, formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation. (Appendices 4, 5, & 6)

STANDARDS: 100% understanding and assimilation of oral language in order to apply and respond.

The following are specific conditions found in this language task: Shouting Radio communications Coded messages Spellings

Requests

Conversation

SPEAKING

TASK: Formulate and produce appropriate oral responses spontaneously.

CONDITIONS: Given any verbal stimulus in the form of questions, scenarios,

instructions, or cues in any training situation.

(Appendices 5 & 6)

STANDARDS: 100% understandable oral response using correct lexicon and

syntax for the training situation.

The following are specific conditions found in the language task:

Explanations
Statements
Repetitions
Counting
Corrections
Assignments
Notifications
Oral reports
Answers
Clarifications

Information

TASK: Produce oral utterances to interact

Produce oral utterances to interact and communicate spontaneously

or via a technical medium such as radio telephone.

CONDITIONS: Given a communicative situation (Appendices 4, 5, & 6

Soldier's Manual) in any training situation.

STANDARDS: 100% understandable communication using correct lexicon and

syntax for the communication act.

The following are specific conditions found in this language task:

Requesting information
Requesting permission
Transmitting messages
Call signs
Vocal signals
Shout warnings
Radio communications
Target locations
Directions (N,S,E,W)
Directions, general
Requests for fire
Report on the results of fire
Challenges/Passwords
Training sessions
Interaction

READING

TASK: Read MOS training in the form of printed prose or graphic

representations in order to learn processes, concepts, vocabulary, definitions and identifications, to calculate

problems, intercept codes and complete forms.

CONDITIONS: Given technical, non-technical, lexical and structural features

in simple to complex printed form in any training situation.

(Appendices 4, 5 & 6)

100% understanding of printed content. STANDARDS:

The following are specific conditions found in this language task: Captions with illustrations.

Lists Extracts Procedures Columns Information Indices Definitions Charts Outlines Methods

Signs Technical Vocabulary

Markers Standard Operating Procedures

References Cartoons Rules Problems Maps Manuals

Graphic Training Aids Flags

Military Documents

I.D. Papers Regulations

TASK: Identify, understand, and interpret written utterances pertinent

to MOS training in technical or non-technical language.

CONDITIONS: Given technical, non-technical, lexical and structural features

in simple to complex written form in any training situation.

(Appendices 4, 5 & 6)

100% understanding of written content.

The following are specific conditions found in this language task: Lists

Information

Descriptions

Radiation readings off dosimeter

Coordinate scales Callsigns-suffices Three-letter codes

Examples Calculations Markings Radio communications

Range cards Notes Messages

VI-5

WRITING

TASK:

Upon instruction, write in conventional orthography, letter, numbers, words or sentences appropriate to the training

situation.

CONDITIONS: Given standardized forms, paper or answer sheets and the

instructions to list, answer, describe or recall.

STANDARDS:

100% syntactical and lexical correctness and legibility of

writing which is also appropriate in style and usage to training

situations. (Appendix 4)

The following are specific conditions found in this language task:

Ratings Signatures Range cards Data symbols Answers Descriptions Notes Reports

TASK:

Write, in conventional orthography, letters, or specialized code,

numbers, words or sentences in order to transmit or record

information.

CONDITIONS: Given standardized forms or paper and oral communication.

STANDARDS:

100% syntactical and lexical correctness of writing which can

be read by another speaker of English.

The following are specific conditions found in this language task:

Technical forms

Codes

Grid coordinates

Decoded messages

Encoded messages

Logbooks

Plottings

Figures

Reports

Tags

Range cards

Applicable DA forms

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APPENDICES

- Task Prioritization Checklist
 Task Inventory Compiled Data Forms
 Percentage Language Skills
- 4. Observation Form
- 5. Structural/Lexical list
- 6. Vocabulary (DLIELC in-house)
- Vocabulary (machine-generated)
 English Language Structures

APPENDIX 1

TASK PRIORITIZATION CHECKLIST

This Checklist was approved by the Department of the Army in 1980.

13

A1-1

MOS IN WHICH YOU WERE TRAINED:
POSTTION: YOUR CURRENT "S: .NC IN) *RATING: 1=low 2= med 3= high/ YES IS TAUGHT? NO LISTENING* SPEAKING* IMPORTANCE OF: READING* WRITING* LECTURE SET FACED DEMONSTRATION HANDS-ON HANDS-ON YES NO TESTASK WRITTEN ORAL PERFORMAN PERSON POOR PERFORMANC RESULTS IT DANGER TO APPENDIX 2

TASK INVENTORY COMPILED DATA FORM

This form was used to record data from the Task Prioritization Checklist.

A2-1

	TASK NUMBER		081 '83. 1005	ON1-831-10 06	٥
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	۳	tested?			
			1 1 1 1 1		++1 ++++
	CRITICALITY	importance			
	ICAL	equipment			11111
		danger to person or			
	MET OF TEAC	lecture	 		
	METHODS OF TEACHING	hands-on demonstration			
	و ي	self-paced			
_	ME	performance			
	METHODS OF TESTING	oral			
	SO	written			
		listening			
	RATING OF ELS	speaking			
	Š	reading			
		writing	1880 1882 1884 1884 1884 1884 1884 1884 1884		TT TT
		MOSDATA OBTAINEI	FROM Fr. JACKSON	TRAINING SPECIALIST	
_			73-7		
:	UNIT	difficult? tested?			
_	<u></u>	importance	nuint lecoperii	ann a Idall deist i Air An Isisist	
	ITIC	equipment			
	CRITICALITY	Derson or			
		lecture danger to			
	METHODS OF TEACHING	demonstration	De lie in die Kritikerk	THE KIND OF STREET	1111
	DDS 11NG	nands-on			
		performance self-paced			
	METHO OF TESTI	oral			
	METHODS OF TESTING				11/1 21/1
		written			
	RAT 0 EL	speaking listening			1411111
	RATING OF ELS	reading		1 3 1 1 1 1 1 1 1 1 2 1 1 1 1 1 1 1 1 1	4.4
		writing			E E
	PAGE OF	DATA OBTAINE	FROM OF CAMPY KOECA F	CA-PISCUTRAINING SPECIALIST	
		HOS		TYR OF RESPONDENTS 15	
		NO.C	ごくう こここ	1 - 1	

NUMBER OF RESPONDENTS NOS DATA OBTAINED FROM TRAINING SPECIALIST writing RATING OF ELS reading speaking listening written METHODS OF TESTING oral performance METHODS OF TEACHING hands-on demonstratio lecture danger to person or equipment importance difficult? UNIT tested? MOS NUMBER OF RESPONDENTS DATA OBTAINED FROM TRAINING SPECIALIST writing RATING OF ELS reading speaking listening written METHODS OF TESTING performance self-maced METHODS OF TEACHING hands-on demonstratio lecture danger to equipment importance difficulty? tested? AIT taught? 1510 1010-118-110 071.33. OYO TASK NUMBER . ₩. SSAMIN THOUNDAL 20~24/17 32~ 3SN

2510 8178

MOS NUMBER OF RESPONDENTS PAGE OF DATA OBTAINED FROM TRAINING SPECIALIST writing RATING OF ELS reading speaking listening written METHODS OF TESTING oral performance self_paced METHODS OF TEACHING demonstratio lecture danger to person or equipment importance difficult? UNIT tested? MOS NUMBER OF RESPONDENTS DATA OBTAINED FROM TRAINING SPECIALIST writing RATING OF ELS reading speaking listening written METHODS OF TESTING oral performance self_paced METHODS OF TEACHING hands-on demonstration lecture danger to CRITICALITY equipment importance difficulty? tested? AIT taught? 2001-575-1CO Part -118-110 4015 418 -HO TASK NUMBER MONTH OUND SOUND DY 27514 IV91W

HOS NUMBER OF RESPUNDENTS_ PAGE OF DATA OBTAINED FROM TRAINING SPECIALIST writing RATING OF ELS reading speaking listening METHODS OF TESTING written oral performance seif-paced METHODS OF TEACHING demonstratio lecture danger to beison or CRITICALITY equipment importance difficult? UNIT tested? MOS NUMBER OF RESPONDENTS DATA OBTAINED FROM TRAINING SPECIALIST writing RATING OF ELS reading speaking listening written METHODS OF TESTING oral performance self_paced METHODS OF TEACHING hands-on demonstration danger to CRITICALIT equipment importance difficulty? AIT tested? taught? 325. 4%L 111.080-1101 100 TASK NUMBER 1,00 7.0 JNIJKI 41A5229 6:27 מש בייו ספו

اناو	MOS			
PAGE	DATA OBTAINED	FROM	TRAINING SE	PECIALIST
RATING OF ELS	writing reading speaking listening			
METHODS OF TESTING	written oral performance			
METHODS OF TEACHING	self_paced hands_on demonstration lecture			
CRITICALITY	danger to person or equipment importance	urangan kanalah Grangan kanalah Grangan kanalah	404842142542040 411165541711111451 411165441811111451	
TINN	difficult?			
	MOSDATA OBTAINED	FROM	NUMBER OF RESPONDENTS TRAINING S	SPECIALIST
RATING OF ELS	writing reading speaking listening		1111121	
METHODS OF TESTING	written oral performance			
METHODS OF TEACHING	self_paced hands_on demonstration lecture			
CRITICALITY	danger to person or equipment importance			
AIT	difficulty? tested? taught?			
TASK NUMBER		171-004-1216	171004-123	111004.1232

/, ag	MOS C	CD EDOM	NUMBER OF RESPONDENTS
PAGE	writing	MULDER PRICE LEGISTER	THAINING SPECIALIST
RATING OF ELS	reading speaking listening		
METHODS OF TESTING	written oral performance		
METHODS OF TEACHING	self_paced nands_on demonstratio lecture		
CRITICALITY	danger to person or equipment importance	andarkungaaa Madahinga Madakingaaa	
UNIT	difficult?	14424441114411111111111111111111111111	
	MOSDATA OBTAINE	C FROM	NUMBER OF RESPONDENTS TRAINING SPECIALIST
RATING OF ELS	writing reading speaking listening		
METHODS OF TESTING	written oral performance		
METHODS OF TEACHING	self_paced hands_on demonstration lecture		
CRITICALITY	danger to person or equipment importance		
AIT	difficulty? tested? taught?		
TASK		11-0 17-1308	121-0/8-1201
į	ا		PROCE 55 126

25 MOS NUMBER OF RESPONDENTS DATA OBTAINED FROM TRAINING SPECIALIST writing RATING OF ELS reading speaking listening written METHODS OF TESTING oral performance <u>se.î-paced</u> OF TEACHING METHODS hands-on demonstrati lecture danger to CRITICALITY person or equipment importance difficult? UNIT tested? MOS NUMBER OF RESPONDENTS DATA OBTAINED FROM TRAINING SPECIALIST writing RATING OF ELS reading speaking listening written METHODS OF TESTING oral performance self_paced METHODS OF TEACHING hands-on demonstration lecture danger to equipment importance difficulty? tested? AIT taught? 121.01K-1704 111.018-1105 12/01/4-1707 TASK NUMBER PROCE 551NG

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	n. 5	NUMBER OF RESPONDENTS
PAGE OF	DATA OBTAINE	D FROM TRAINING SPECIALIST
RATING OF ELS	writing reading speaking listening	
METHODS OF TESTING	written oral performance	
METHODS OF TEACHING	seif-paced nands-on demonstration lecture	
CRITICALITY	danger to person or equipment importance	
UNIT	difficult?	
	MOSDATA OBTAINE	NUMBER OF RESPONDENTS TRAINING SPECIALIST
RATING OF ELS	writing reading speaking Tistening	
METHODS OF TESTING	written oral performance	
METHODS OF TEACHING	self_paced hands_on demonstration lecture	
CRITICALITY	danger to person or equipment importance	
AIT	difficulty? tested? taught?	
TASK NUMBER		121-0/8-1716
1		70155 30 020

10	NOS	NUMBER OF RESPONDENTS
PAGE	DATA OBTAINE	D FROM TRAINING SPECIALIST
RATING OF ELS	writing reading speaking listening	
METHODS OF TESTING	written oral performance	
METHODS OF TEACHING	self-paced nands-on demonstratio lecture	
CRITICALITY	danger to person or equipment importance	
UNIT	difficult?	
	MOSDATA OBTAINE	NUMBER OF RESPONDENTS TRAINING SPECIALIST
RATING OF ELS	writing reading speaking listening	
METHODS OF TESTING	written oral performance	
METHODS OF TEACHING	self_paced hands_on demonstration lecture	
CRITICALITY	danger to person or equipment importance	
AIT	difficulty? tested? taught?	
TASK		111-018-1213 111-018-1213
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PAGE OF	DATA OBTAINE		_
METHODS METHODS RATING OF OF TEACHING TESTING BLS	writing reading speaking listening written oral performance sclf-paced hands-on demonstration lecture danger to		
CRITICALITY	person or equipment importance		
UNIT	difficult?		
	MOSDATA OBTAINED	NUMBER OF RESPONDENTS D FROM TRAINING SPECIALIST	
RATING OF ELS	writing reading speaking listening		
METHODS OF TESTING	written oral performance		
METHODS OF TEACHING	self_paced hands_on demonstration lecture		
CRITICALITY	danger to person or equipment importance		
AIT	difficulty? tested? taught?		
TASK		MOLK REPORTS PROCESSING	

	MOS X		NUMBUR OF RESPONDENTS	
PAGE OF	DATA OBTAINE	ED FROM	TRAINING SPE	CIALIST
RATING OF ELS	writing reading speaking	KITETEK KEKKE KETATUKAN KEKKE KETATUKAN MINING	KARI IKKULIKEKE KARI IKKARI IKKANI IKINI INTIK	7. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2.
	listening written	KUUUK KUKKKK		
METHODS OF TESTING	oral			
	performance self-paced		KELOUIKE KUTEUREUK KALOUIKE KUTEUK KALOUIKE KUTEUK	
METHODS OF TEACHING	nands-on demonstratio lecture	▐ ░ ┡┋ ╋		
CRITICALITY	danger to person or equipment		9949391185931115499 9449491118599111999	
CRIT	importance	Quaralmannacile	วรายางไทรการอากเรา	บลาเกราชาสเสออส์ส
UNIT	difficult?	42442144411144		
	MOS	D FROM	NUMBER OF RESPONDENTS TRAINING SPE	ECIALIST
S	writing reading			1111333
RATING OF ELS	speaking listening			
METHODS OF TESTING	written oral performance			
METHODS OF TEACHING	self_paced hands_on demonstration lecture			11(1)(1) 3(1)(1) 3(2)(1)
CRITICALITY	danger to person or equipment importance			
AIT	difficulty? tested? taught?			
TASK NUMBER		6/21-810-121	111-045-1110	13/-017-,10-(11
_ 7		522000	Work K	CATA AUB Acioso

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<u> </u>	MOS		NUMPES OF	RESPUNDENTS	
PAGE	DATA OBTAINE	D FROM		TRAINING SPECE	ALIST
RATING OF ELS	writing reading speaking listening				
METHODS OF TESTING	written oral performance				
METHODS OF TEACHING	se'f-paced hands-on demonstration lecture				
CRITICALITY	danger to person or equipment importance	น)เลยเกษาย ล้อบอุทาในรับ ล้อบสาทายล้อ	। भित्रहरूने । भागान्यः । भित्रहरूने भागान्यः १८ मानस्य । भागान्यः	1000111010 1000110010 10001100	
UNIT	difficult?	क्षाह्य।।।।।क्ष्यः।।।।।क्ष्यः।			
	MOSDATA OBTAINE	D FROM	NUMBER OF	RESPONDENTSTRAINING SPEC	IALIST
RATING OF ELS	writing reading speaking listening				
METHODS OF TESTING	written oral performance				
METHODS OF TEACHING	self-paced hands-on demonstration lecture	11/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/			
CRITICALITY	danger to person or equipment importance			11/1	
AIT	difficulty? tested? taught?				
TASK NUMBER		111-017-110-1	111-017-1303	121.017.1204	and MAD

3/1	NOS	NUMBER OF RESPONDENTS					
PAGE OF	DATA OBTAINE	TRAINING SPECIALIST					
RATING OF ELS	writing reading speaking						
METHODS FOR TESTING	listening written oral						
METHODS NOT TEACHING 1	performance self-paced hands-on demonstratio						
CRITICALITY	danger to person or equipment importance	นนอกอดนออดเองคอยชายจะต่องจะต่องของออกตองอะจอกของอย่อย เกณะเกิดได้เรื่องของอย่องจำนับจะจะต่องของอย่อยเก็บเก็ร กับอำนัก โกณีนาโรโมร์ รู้อย่องจะจำจังจะจัดจัดจะโกรและเก็รโกร์ จำวังจำนัก					
UNIT	difficult?						
	MOSDATA OBTAINE	NUMBER OF RESPONDENTS TRAINING SPECIALIST					
RATING OF ELS	writing reading speaking listening						
METHODS OF TESTING	written oral performance						
METHODS OF TEACHING	self_paced hands_on demonstration lecture						
CRITICALITY	danger to person or equipment importance						
AIT	difficulty? tested? taught?						
TASK		(21-617-110)					
- 1		DATA AND RECORD AREAMORTON					

	MUS_ 2	NUMBER OF RESPONDENTS
PAGE_ OF_	DATA OBTAINE	D FROM TRAINING SPECIALIST
RATING OF ELS	writing reading speaking listening	
METHODS OF TESTING	written oral performance	
METHODS OF TEACHING	srlf-paced hands-on demonstration lecture	
CRITICALITY	danger to <u>person or</u> equipment importance	
UNIT	difficult?	
	MOSDATA OBTAINED	NUMBER OF RESPONDENTS TRAINING SPECIALIST
RATING OF ELS	writing reading speaking Tistening	
METHODS OF TESTING	written oral performance	
METHODS OF TEACHING	self_paced hands_on demonstration lecture	
CRITICALITY	danger to person or equipment importance	
AIT	difficulty? tested? taught?	
TASK		121-017-1211 171-017-1211 171-004-1715

APPENDIX 3

PERCENTAGE LANGUAGE SKILLS

This appendix contains the computations for the percentages of listening, speaking, reading and writing involved in each cluster.

Some clusters have two sets of computations because some Task Prioritization Forms were received after original computations and had to be added on.

 $/\wp$

PERCENTAGE LANGUAGE SKILLS MOS 750

ş,			708 73 D		
cluster	FORMULA	LISTENING	SPEAK ING	PEADING	WRITE
	ૃં	-demonstration	-oral (test)	-self-paced	-lecture
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H	(T) (V) (R)	-hunds-on		-rating (scale)	-written (test)
any task		-performance (test)			-rating (scale)
<u>۔</u>	E E	-rating (scale)			
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ster TR = total number of responses to variables 1.. the cluster
T = number of tasks in the cluster
V = Tables
R = total number of respondents in any task in that saids

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:	(A)	-hands-on		-rating (scale)	-written (test)
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PERCENTAGE LANGUAGE SKILLS MOS 750

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PERCENTAGE LANGUAGE SKILLS MOS 750

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APPENDIX 4

OBSERVATION FORMS

The attached forms were taken to the actual training where observers recorded actual training situations and language used in the training. These forms were used to indicate the CONDITIONS for the Job Language Performance Requirements in this MOS.

A4-1

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- Manipulating a piece of equipment/devic
- В. Answers (spoken - written)
- C. Signals
- D. Performance
- E. Taking Notes
- F. Teamwork
- G. Other
- Comments:

Structional Patio

Signs/Notices

P.A. System

Chalkboard

Other omments:

Normal Voice Soldier's Manual

instructor, or : -to-one/class

Training Publications (required/available)

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APPENDIX 5

STRUCTURAL/LEXICAL LIST

Attached is the list of structural and lexical items for this MOS. (For discussion, see Section II)

STRUCTURAL ITEMS

SENTENCE PATTERNS

SIMPLE: One subject and one predicate

- 1. Subject and action verb Firer aims.
- Subject and action verb and direct/indirect object Many things cause burns.
- 3. Subject and linking verb and subjective complement This is very important.

COMPOUND: Two or more sentences joined by:

1. Coordinating conjunction

Explain the task and ask the trainees if they understand the task, and the conditions they are expected to perform at the end of the session, the conditions under which they must operate, and the standard they must achieve.

2. Conjunctive adverb

Do not start or stop the vehicle while the radio is on or you may damage the set.

3. Semicolon

A light pressure is exerted on the driving spring when the bolt is forward; however, never attempt to cock the gun while the backplate is off and the driving spring assembly is in place.

COMPLEX: One or more dependent clauses

1. Adjectival (functions as an adjective by modifying nouns and pronouns)

At the bottom of the map you will find three different bar scales which will help you to change map distance to miles, meters, or yards.

- Adverbial (functions as an adverb by modifying verbs, adjectives, and other adverbs) The mouth-to-nose method is performed in the same way except you blow into his nose while you pinch his lips closed with one hand.
- 3. Noun (functions as a noun) The person who is performing artificial respiration quickly blows into the casualty's lungs after each five compressions.

SENTENCE TYPES

1. INTERROGATIVE

(do, does, modal, wh-, tag, inverted) But what about the other 15 meters? Ask, "What is there?"

2. DECLARATIVE

Classified information will not be discussed over the telephone.

3. EXCLAMATORY

HALT!

4. IMPERATIVE

Issue the challenge in a soft voice and wait for the (requests, commands, second person (singular/plural, negative/affirmative), First and second person (let's)) stranger to reply with the correct password.

5. ELLIPSIS:

Split the bracket until fire for effect is possible. Most common type of ellipsis--subject deleted

6. FRAGMENT

Movement to occupy a position. All other parts.

ADVERBIAL CLAUSES

1. PURPOSES

Training must be conducted so that at least 80% of the students can accomplish the task trained to the standards specified for the task.

2. CONTRAST

Although natural terrain features are likely not to change and make good reference points to orient a map, you may also use manmade features such as roads, bridges, etc., to orient your map.

3. COMPARISON

Place suitable material under him as well as over him if necessary.

4. RESULT

Blending is the use of camouflage materials on, over, and around an object so that it appears to be part of the background.



5. MANNER

Take deep breath and place mouth around soldier's mouth; then blow forcefully as you observe his chest.

6. TIME

When you have to go a certain distance on foot without any landmarks to guide you, you can measure distance pretty accurately by counting your paces.

Split the bracket until fire for effect is possible.

7. PLACE

Loosen clothing at neck, waist, and other places where it tends to bind.

8. CAUSE

Be careful not to depress the trigger, since this will cause the firing pin to be relessed.

9. ADVERSATIVE

The casualty has no fractures, but has a bleeding wound.

10. CONDITION

If it isn't, your rifle can still fire, but it could possibly explode, causing you harm.

PHRASES

1. GERUND

(upon) Hearing the correct password, give permission to pass if you have no other reasons to doubt.

2. PARTICIPIAL

Using a straightedge draw a line between the two objects.

3. INFINITIVE

To camouflage exposed skin paint the shiny areas with a dark color.

4. PREPOSITIONAL

Under certain light conditions, front sight ports can be seen, but you can't determine whether you are looking through, above, or to the side of the rear sight aperture.

LEXICAL ITEMS

ADJECTIVALS

* 100

"rifle bore cleaner"
"waste material"
"burning residue"
"semi-fixed ammunition"
"extracting/loading ammunition"
"firing hammer"
"four life-saving steps"
"chest/heart massage"
"tourniquet material"
"field material"
"field condition"
"mouth-to-mouth resuscitation"

ADJECTIVES

1. WORD + ABLE

AVAILABLE

- 2. COMPARATIVES
 Threat main tanks are smaller than the US main battle tanks.
- 3. SUPERLATIVES

 The most dangerous targets are those that see you, have the capability of killing you, and appear to be preparing to engage you.

PRONOUNS

- INDEFINITE
 Have someone walk the FDL (if enemy situation permits), and determine dead space (sections of FDL where individual drops below line of sight).
- 2. POSSESSIVE
 Shake his shoulder and shout, "Are you OK.?".
- 3. SUBJECTIVE

 This will give you correct nomenclature.
- 4. OBJECTIVE

 It will also give you the correct functioning.
- 5. REFLEXIVE Keep yourself clear of the muzzle.



VERBS

1. VERB TENSES

Make sure you clearly understand the task you are to teach.

- --You will be tested.
- --If they elect to take it, they must complete the test once they have begun the first event or else they will receive a NO GO for the entire test.
- -- If the soldier is breathing, mouth-to-mouth resuscitation is not necessary.
- --When all 10 pebbles have been moved to the left pocket, you have traveled one kilometer.
- -- Have someone walk the FDL and determine dead space.
- -- Sensing is an instantaneous determination by the grenadier as to where the grenade exploded.

present progressive verb present verb (uninflected, third person, indicative) past tense (regular/irregular) present perfect future

2. TYPES

intransitive (You) train for results.

transitive Mask the casualty.

linking
The skin becomes inflamed.

3. VOICE

active

recognize appear protect seek is facing secure remove wear explode mask sounds stored points out do require could affect seen

has
must be
wipe
rinse
put brush
empty
reassemble
reinstall

passive

given
is protected
is sprayed

are alerted are reported have been corrected are authorized be corrected



passive+verb+ing
"task will be performed
using procedures"
modal+passive voice
"can be determined"
modal+negative+passive
"must not be eliminated"

4. MODALS

You <u>must</u> demonstrate, once every 6 months, that you <u>can</u> meet or exceed the <u>minimum</u> level of physical fitness required of each member of your unit in accordance with the standards contained in AR 600-9.

Personnel over the age of 40 may elect not to take the APFT. The pulse should be found in the soft area between the Adam's apple and the large muscle on the side of the neck.

Injury or death could result.

During surveillance the operator will have to adjust the range focus to get a sharp image at different ranges.

"might have to be placed"
"be"
"will be given"
"should be"
"must"
"can"
"can be"
"may be"
"should not be"

5. AUXILLIARIES

(do, does, negative)

Do not zero in under 100 meters.

If the round does not fall within 5 meters of target, zeroing procedures are called for.



GERUNDS

Sensing is an instantaneous determination by the grenadier as to where the grenade explodes with respect to the target.

INFINITIVES

To fire, hold the MI6Al in the rest with your right shoulder firmly against the weapon's butt plate.

ADVIES +

1. SUPERLATIVE

When such a line of fire exists, the primary sector will be assigned, based on it, with the FDL being the sector limit closest to the friendly troops.

2. INDEFINITE

The launcher has a heavy coat of oil on working parts, and a light coat of oil elsewhere.

3. FREQUENCY

Apply a little graphite grease to the threads of the antenna section for easy removal and to prevent the sections from seizing if they have been <u>rarely</u> removed.

4. OTHER

Assembly procedure for the grenade launcher merely reverses disassembly steps.

5. COMPARATIVE

The care, cleaning, lubrication and adjustment of the mount used with the gun are no less important.

VERBS AND PREPOSITIONS

Line up the key in the receptacle with the slot in the cable connector.

VERBS AND ADVERB (particles)

<u>Put on</u> the protective mask within nine seconds of the chemical alarm and remain in the contaminated area for at least two minutes without making further adjustments to the mask.



APPENDIX 6

VOCABULARY (DLIELC IN-HOUSE)

The following vocabulary list was extracted from the Soldier's Manual task by task and then categorized into GENERAL, BASIC AND TECHNICAL vocabulary.

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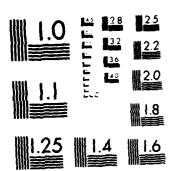
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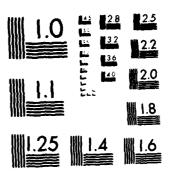
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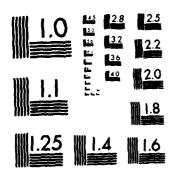
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part

WORK THE INRESOLVED ERROR (P-29) REPORT

MOS 75D 121-018-1220

GEN ENG.
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TECH ENG. data "purify" data base analyst monitor insure unresolved recors corrected timely monner currect cycle access to customers input include Error Suspense Cards DA Pam SIBO originators basis resolved I/O Anayst intact missing post,v figure (number) chart in excess of receipt exist inform annotate procedures P-29 Report

PROCESS THE ARMY AUTHORIZATION DOCUMENTS (TAADS)

121-018-1222

GEN ENG. with provides for which ! will help single must close must be made all given change prepared using directed changes no/not until are accepted by return between report,n if date days check to see if replied to take place to dtermine if again received sent did numbers any new when appear once those through place.v during next lost send back have been produced remove there are differences

added

accuracy

only

BASIC MIL.ENG. process Army authorization documents establish operating level installation coordination maintained acciracy communication directing standard office supplies equipment form bepreared accepted system notify corrections unit active status error resulting from message replied contact copies supervisor as requested have been produced serviced by conditions destroy records.n further action required listed.v area

TECH ENG. SIDPERS/TAADS Inerface automated update capability SIDPERS Authorized Strength File (SASF) input interface cycle Personnel Authorization File(PAF) data source of managers regardless of insure local G-3 Force Development notification discrepancies accuracy projected changes Modified Table of Organization and Equipment (MTOE) thru access to DA Pam blank forms Authorized Master File (AMF) "ASTE" "ALOS" transactions adjust data base directed Unit Manning Rosters generated validation against data reduction punched cards verify A-13/A-21 corrections "matched" inmatched active status resulting from reconciliation receipt effective future prior to rebut DA force-load sustained

G-3 rebuttal

provide with

TECH. ENG additions deletions SIB posted Processed produced check against send through card tray Punched, v as requested reporcessing notify belongs to serviced by detail records submit appear on determine if inactive action activated step 20 on file "flag" refer to paragraph line number

13/

PROCESS THE CAP III ROSTER

MOS 75D 121-018-1223

GEN ENG.

are used to form of report is prepared eight parts must be Check all each are present given with received from will be made return of is complete along with sent number equals total to see if they are good count does no/not in addition ask for when call follow instructions put

wait for

contains

once

BASIC MIL ENG

notify enlisted cards gains losses assignments cancelled action previous report, n spot check review of upon original сору documents distribution contains required parts paper report

TECH ENG.

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Centralized Assignment Procedures
CAPIII
Roster cards
MILPO
MILFERCEN
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PERSINS

Processing Activity Code (PPA) punch card

punch card output accompanies current corresponding via

AUTODIN
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parts
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Audit Sheet and Parts III IV

unprocessed transaction remaining cards receipt documents header trailer cards retransmission

CAP III cycle solve

out of balance condition input tray distribution T-02 Report

key punch section paper report source document action

APPENDIX 7

Appendix 7 is the machine-generated vocabulary list. It was not useful for our purposes. It is included as a vocabulary reference.

Sual Library

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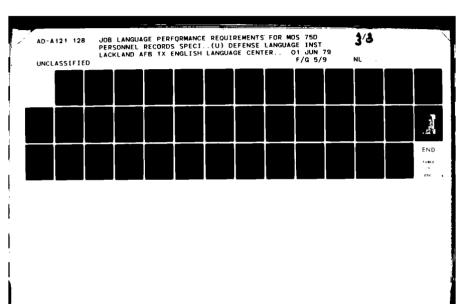
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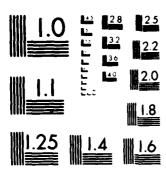
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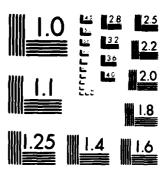
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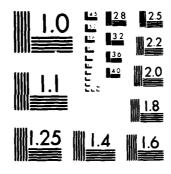




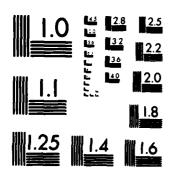
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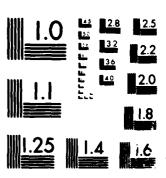
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PREPARED BY: OPERATIONS DIV, DPFO

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APPENDIX 8

ENGLISH LANGUAGE STRUCTURES AND LEXICON

The following list is included as an addition to the structural and lexical list. These structures and lexical items are very basic.
(See Section II for discussion.)

LIST OF LEXICAL AND STRUCTURAL ITEMS FOR ENGLISH LANGUAGE STRUCTURES

Sentences:

A. Declarative statement

B. Interrogative question

1. wh- questions

2. tag questions

3. yes/no questions

command, polite request

D. Exclamatory exclamation

Sentence Complexity:

A. Simple

B. Compound

two or more independent clauses joined by:

1. punctuation
2. punctuation and conjunctive adverb
3. coordinate conjunction

C. Complex

one or more dependent clauses and an independent clause

two or more independent clauses and one or more dependent clauses

Verbs:

A. Concord subject-verb agreement B. Transitive takes an object C. Intransitive doesn't take an object D. Copula to be E. Linking connectors F. Auxiliaries of tense will, do, did G. Auxiliaries of should, ought to, must to, have to, modality have got to, able to, can, may, might, could, would H. Tense present, past Aspect perfect, progressive

Verbal Forms:

A. Present Participle active voice
B. Past Participle passive voice

Voice:

A. Active subject does action
B. Passive subject does not do action
1. agent expressed

2. agent not expressed

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Nouns:

A. Singular man, pen
B. Plural men, pens
C. Count chairs
D. Mass flour
E. Possessive soldier's
F. Collective fish

Adjectives:

A. Predicative

B. Attributive

C. Degrees of comparison

1. regular

2. irregular

D. Ordinal/Cardinal

Numbers

The tank is green.

The green tank is moving.

big, bigger

worse, worst

first, one

Adverbs:

A. Time/Frequency immediately, today, ago
B. Place/Position here, there, everywhere
C. Manner maybe, possibly
D. Negative no, never
E. Comparison of nearest, harder
f. Degree thoroughly, completely

Articles:

A. Definite a, the
B. Indefinite any, some

Pronouns:

A. Personal you

B. Demonstrative that
C. Indefinite anybody, both, each
D. Reflexive himself, yourself
E. Cases of I, me, my, mine
F. Relative who, whom, whose
G. Interrogative who, which, what

Conjunctions:

A. Coordinating and, but, or, nor
B. Subordinating because, if, as, that, after
C. Correlative either, or
D. Conjunctive adverb therefore, furthermore

Prepositions:

A. Simple

1. place

2. time

3. direction/motion

4. manner/agent/

instrument 5. messurement/

number amount

of

to

on, in

in, at, on

by, with

B. Compound:

according to, because of, by means

Vocabulary:

words from 1100 through 2400 -

Elementary and Intermediate Phase of General

English materials

Special Expressions/Idioms

"knock it off" "can it, buddy"

Verb Combinations

two word verbs